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ABSTRACT

Issues concerning equity in postsecondary education are examined with respect to students as well as institutional employees. A list of individual characteristics and circumstances that can relate to equity issues is presented to aid college administrators analyze and identify equity target populations applicable in the institution. The major equity issues that colleges and universities have in common regarding students and employees are identified, a general framework to help administrators in their evaluation is presented, as are examples of analyses that may be guides for equity reviews. The need for the top administrators of a college to review equity issues, set priorities and goals, and determine the level and type of commitment desired on an institution-wide basis is addressed. The way in which the equity commitment of the top administrators is institutionalized is considered by providing examples of processes and activities that can be utilized and coordinated to implement changes. A bibliography on equity is included that displays entries on a form that indicates relevant subject categories. A summary of the meaning of the subject-category labels is presented separately. (SW)

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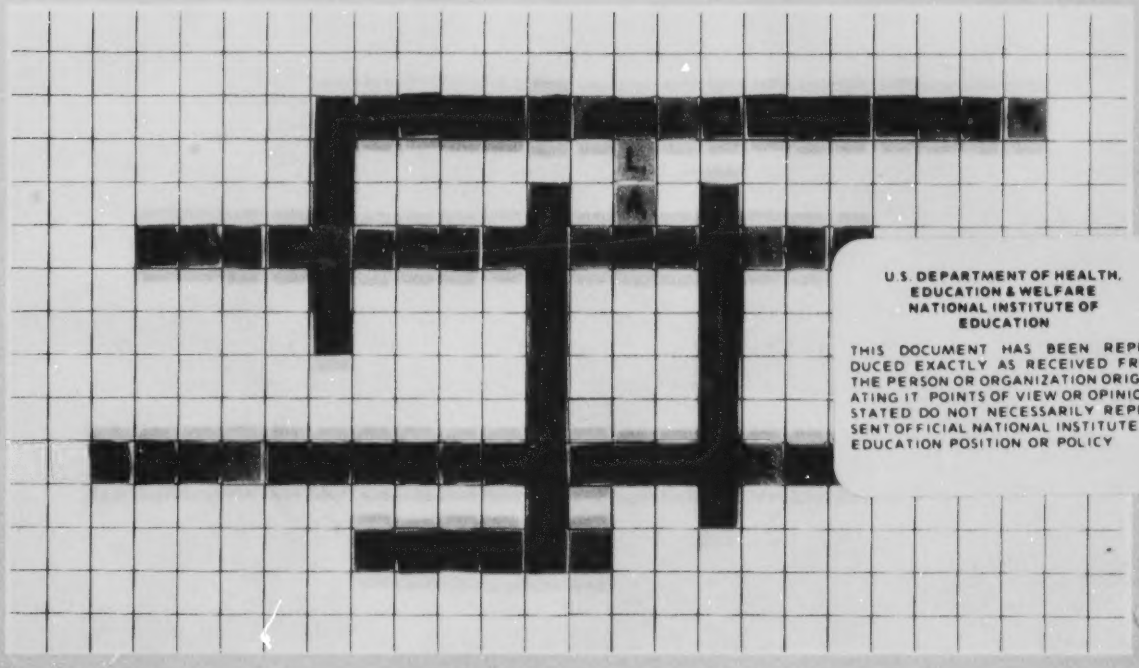

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Preface

Educational and employment equity in postsecondary education are clearly enunciated objectives of national policy. Regarding equal educational opportunity, the General Education Provisions Act states:

> The Congress hereby declares it to be the policy of the United States to provide to every person an equal opportunity to receive an education of high quality regardless of his race, color, religion, sex, national origin, or social class. Although the American educational system has pursued this objective, it has not yet attained that objective. Inequalities of opportunity to receive high quality education remain pronounced. [Section 405.(a)(1)]

The federal interest in equity also extends to equal employment opportunities. Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 and by the Pregnancy Discrimination Act of 1978, prohibits employment discrimination on the basis of race, color, religion, national origin, or sex. The Education Amendments of 1972 extended the Equal Pay Act to cover exempt employees in institutions of higher education. Executive Order 11246, as amended, requires institutions accepting federal contracts of $10,000 or more to cease any discriminatory employment practices and to meet certain affirmative-action guidelines for various categories of students and employees in postsecondary-education institutions.

The National Center for Higher Education Management Systems (NCHEMS), as part of its mission to improve planning and management in postsecondary education, decided in 1977 to make equity the subject of a major research and development program. This was done partly in response to national concerns and policy objectives. It also was a response to requests from various constituencies of the Center for assistance with planning and management issues related to equity.

In 1978, the first year of the program, NCHEMS conducted a national agenda-setting workshop: "Improving Equity in Postsecondary Education: New Directions for Leadership." Workshop participants developed both a research agenda and an action agenda in a three-day meeting at Keystone, Colorado. The Keystone recommendations were set forth in a workshop report published by the National Institute of Education (NIE). Also in 1978, NCHEMS established contacts and exchanged ideas with higher-education and equity associations, developed a library of equity resource materials for staff use, and held several staff seminars. A monograph, *Women in Academe: Steps to Greater Equality,* coauthored by Judith Gappa (then a Senior Staff Associate at NCHEMS and now Director of Affirmative Action/Equal Opportunity Programs at Utah State University) and Barbara Uehling (Chancellor of the University of Missouri and Chairperson of the NCHEMS Board of Directors), was published as an ERIC/AAHE research report in 1979.

Two research projects related to equity in higher education were begun at NCHEMS in 1979 and completed in 1980. One project developed case studies of external factors and institutional responses involved in the rapid increase in enrollments of women in engineering programs in the seventies. The other equity project, of which this document is a result, was undertaken to provide information that might be helpful to institutional administrators in thinking about and dealing with equity, with respect to students as well as employees.

This document has been reviewed by a number of people in a variety of positions in postsecondary-education institutions and organizations. Their comments and suggestions, even when representing opposing viewpoints, were extremely helpful. Very special thanks go to:

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I hope this document does justice to the advice contributed by the numerous reviewers; to the extent that it does not, the author alone is at fault.

1

Introduction

Definition of Equity

The term *equity* is derived from the Latin word for equal—*aequus*—and is defined variously as the ideal, or quality of being just, impartial, and fair, or a state of freedom from bias or favoritism. Yet agreement about what constitutes equity in a specific situation is difficult, if not impossible, to achieve, given the numerous and varying perspectives that can exist. What is perceived by an employee as a rightful demand for equal pay for equal work can be questioned by management (and other employees), perhaps on the ground that equal pay exists or that the work being compared is not equal. Whether the qualifications and potential capabilities of a particular applicant for admission are equivalent to those of others who have been admitted as students is not easily determined and may involve factors such as admissions testing that may or may not provide fair and impartial evaluation.

Even overarching standards of equity change over the years, reflecting new issues and outlooks. The acceptance by many of the concept of separate but equal schooling for students of different racial backgrounds has given way to demands for integration in schools and programs, even if this requires forcible or artificial means such as busing of students or consolidation of institutions. The acceptance by many of the woman's traditional role as wife, mother, and homemaker has changed to demands for equal opportunity to undertake and be rewarded for different and nontraditional roles, even if this requires passing and enforcing new laws.

Perhaps equity issues are defined solely by the times and are dependent on prevailing political, economic, and social beliefs and constraints. Perhaps inequities are recognized or established as such only after they are persistently voiced by an individual or a group. Responses to inequities or major shifts in definitions about what is equitable may come about only as a result of intense pressure tactics or the adoption of legislation and enforcing regulations. Depending on the amount and degree of governmental intervention, the definition of equity at this point in our history may more and more often fall to legislative bodies, regulatory agencies, and the courts.

Status of Postsecondary-Education Institutions in Regard to Equity Concerns

Many postsecondary-education administrators have had little success in grappling with numerous, complex equity issues affecting both students and employees at their institutions. For a decade, the institutions have been deluged with new federal and state laws and regulations and demands of various pressure groups and constituencies, and burdened by the costliness of federal intervention, processing of complaints, and numerous data-reporting requirements. Administrators are expected by diverse groups and constituencies to respond promptly and effectively to equity issues. But they do not always have the guidelines, information, and understanding they need to respond satisfactorily, and they often have to respond on an ad hoc basis.

What is equitable is difficult to determine even in terms of ranges of what would be acceptable, and the ranges themselves can be subject to interpretation and personal values. Laws delineating equity cannot be specific enough to cover every situation and generally require agency and sometimes even court interpretation. These interpretations can vary drastically, be contradictory, or be overturned and reversed. What is more, the evolution of the laws, regulations, and resulting interpretation has been piecemeal and inconsistent, further confounding any attempt to understand equity as a broadly applicable concept rather than a narrow approach to specific individualized problems.

Compounding the problem is the elusive significance of the two terms most often used in referring to equity-related situations and issues—*equal opportunity* and *affirmative action.* Though of different meaning, they sometimes are used interchangeably. Benokraitis and Feagin (1978) describe the distinction between the two terms in the following way:

> Equal opportunity laws (which basically extend legal rights provided in the Constitution and its amendments) have been in effect since the 1960s. . . . government steps now called affirmative action sought to provide additional incentive and aid. [P. xvii]

They add:

> With its origins in presidential executive orders and civil rights legislation in the mid-1960s, *affirmative action,* precisely used, entails government-fostered and voluntary action by public and private organizations going beyond the cessation of formal discriminatory practices. Affirmative action means more than passive nondiscrimination. It means that various organizations must act positively, affirmatively, and aggressively to remove all barriers, however informal or subtle, that prevent access by minorities and women to their rightful places in the employment and educational institutions of the United States. [P. 1]

All of the equity-related laws prohibit discrimination on the basis of one or more of several criteria (such as race, color, national origin, sex, age, handicap) in a given area (such as admissions or employment) or for a given purpose (such as for all programs and activities receiving federal assistance). However, only some of the laws establish affirmative-action requirements and obligations. An institution may become involved with affirmative action, over and above its legal obligations to prohibit discrimination and provide equal opportunity, in the following circumstances:

1. Any institution can voluntarily develop an affirmative action plan.
2. Institutions which voluntarily accept a government contract are required to develop affirmative action plans, including numerical goals.
3. An institution which has been charged with discrimination under Title VII, the Fourteenth Amendment, the Fifth Amendment, Title IX, and possibly the Civil Rights Acts of 1866 and 1871, may be required to develop affirmative action procedures as a result of conciliation or as a private settlement of a suit under these laws. Numerical goals may be included.
4. If conciliation or private settlement of a suit has failed, the court may impose affirmative action requirements, including numerical goals. [Sandler 1974, p. 4.]

Many have argued that the distinction between equal opportunity and affirmative action is so great that all that can be really required and effectively accomplished is an assurance of nondiscrimination. Others have argued that nondiscrimination cannot be assured without affirmative action, and that these two concepts and related activities cannot be separated. At any rate, affirmative-action requirements and voluntary initiatives have increased, evidently because of the lack of success of equal opportunity (nondiscrimination) laws. As Benokraitis and Feagin note (1978, p. xvii):

> Because of [equal opportunity laws], some minority persons and women have been able to gain entry into areas where overt and blatant discrimination has diminished.

> In the 1960s, however, it became clear that well-*institutionalized* discriminatory barriers, especially covert or subtle ones, combined with past effects of inequality and the passive stance of many employers and educators, resulted in the persisting underutilization of large reservoirs of (skilled) women and minorities.

The importance of affirmative action in addition to nondiscrimination is stressed by the Carnegie Council (1975):

> Affirmative action is today one of the most important issues before the higher education community. It affects the life chances of many individuals and the degree of independence of higher education from increasing governmental controls. It involves the highest principles of academic and political life, the goals and tactics of important interest groups, and the quality of public administration in an important area of action. [P. xi]

In addition,

> Substantial progress has recently been made, however, and further progress is now being made by many institutions.
>
> Affirmative action, nevertheless, is needed to overcome the residue of a past record of discrimination which was partially purposive and partially inadvertent. It will be needed until a better record of nondiscrimination has been established. [P. 1]

The national objective of prohibiting discrimination and encouraging affirmative action is accompanied by an overwhelming number of laws affecting institutions and involves immense time being spent in dealing with the various (and sometimes conflicting) regulatory requirements. The Carnegie Council recognized this:

> The federal government now intrudes further into the internal academic life of colleges and universities than almost any state government has ever gone, even temporarily. To whatever extent this may be necessary now, it should not become a condition ad infinitum. The necessary ends can be accomplished better and with less cost than such permanent intrusion would entail. Today's temporary necessity should not become tomorrow's curse. [P. 2]

Advocates for change and enforcers of the laws and regulations are adamant that the government must stay involved to force changes that will result in less (if not eliminate) discrimination and ensure equality of opportunity for more (if not all) categories of

individuals. As this increased federal intervention continues to whittle away at institutional autonomy, however, the only solution is for institutions to take a more proactive stance. The Carnegie Council observed:

> *Colleges and universities are increasingly assuming and should continue to assume the initiative in securing equality of opportunity in higher education.* They can now carry the initiative far better than the federal government and, in doing so, can reduce the burden of federal controls before they become too overwhelming and too permanent. [P. 4]

Administrators give many reasons why their institutions cannot adopt a more proactive stance in regard to equity issues. They cite the ramifications of the Bakke case, a period of tight budgets and retrenchment, the conflict between requirements to hire new minority faculty and obligations to keep tenured faculty, and so on. Even more basic than these problems, however, is the question of the extent to which colleges and universities can be expected to resolve past social inequities, especially situations of inequity which they have had no role in causing.

In a thoughtful article questioning whether there can be anything affirmative about affirmative action in the 1980s, Frank Newman, President of the University of Rhode Island, suggests that pointing to such problems and concerns may constitute "a courteous retreat from a difficult task" (1978, p. 17). He goes on to evaluate the status of the affirmative-action movement and "the public's sense that a great deal [has been] accomplished, that we've done what was required, and that it is time now to return to our everyday concerns" (p. 15). But instead he encourages continued activity, arguing that "this is just the wrong time to lose momentum" (p. 15).

He adds:

> Let the basis of affirmative action be an insurance that every institution comply with the minimum criteria established by the present laws and that each individual's rights be protected. Then let our new efforts focus on the greatest opportunities, which are likely to be with those most interested in action. . . . We need a new sense of purpose, a new strategy, a new name for a renewed concentration on assuring education and upward mobility for a much broader stream of American society—and a new sense of confidence that this can be done. [Pp. 17-18]

Purposes of This Document

This document supports the stance that institutions need to regain management initiative and discretion with regard to equity issues, and that to do this institutions must move

beyond efforts to assure nondiscrimination and embrace a commitment to affirmative action. This document reflects the realization that a proactive role requires that equity issues be viewed and analyzed more broadly than the law now requires.

Institutions should develop an overall plan or strategy that specifies which equity issues can be realistically addressed at any given point in time. Since equity is a matter of differing perceptions, an institution can never resolve every perceived inequity. But it can review and attempt to understand the full range of real or potential inequities in a structured way and then assign priorities and respond appropriately, as feasible.

First, institutional administrators can review and analyze what types of individuals might need to be considered in relation to equity issues at that institution. Besides the nationally identified and protected classes, there may be other groups of individuals for whom equity is a consideration in a given location or institutional setting. To help in this regard, chapter 2 presents a way of looking at individuals as institutions analyze and identify equity target populations applicable in a given institution.

Second, institutional administrators can broaden their perspective of equity issues by attempting to structure the ways in which they can analyze and respond to equity problems. Chapter 3 identifies the major equity issues that colleges and universities have in common regarding students and employees. A general framework is then presented to help institutional administrators think issues through, and examples of analyses are given as guides to equity reviews. The need for the institution's top administrators to review equity issues, set priorities and goals, and determine the level and type of commitment desired on an institutionwide basis is then discussed. The way in which the equity commitment of the top administrators is institutionalized is addressed by giving examples of processes and activities that can be utilized and coordinated to implement changes.

A large body of work has been published about equity-related topics, and an extensive, categorized bibliography is included at the back of this document. To help an administrator or researcher readily locate material about specific subjects, a columnar format has been used to identify major topics addressed by each bibliography entry.

A major purpose of this document is to portray the issues of equity in postsecondary education comprehensively, with respect to students as well as institutional employees. (It should be noted that the term *employees* is used to refer to all personnel employed in an institution, including faculty, administrators, and staff.) The document seeks to show how the activities and processes involved in dealing with equal opportunity and affirmative action on the educational and employment sides are comparable and parallel—from recruitment to enrollment to graduation or termination of students and from recruitment to employment to termination of employees. Examples are provided of the interrelationships of many equity issues involving both students and employees. For instance, the need for women and minority faculty in given disciplines may be met only by enrolling and graduating more women and minorities in these same disciplines—a circumstance that points up the need to look simultaneously at both student and employment equity

concerns at least occasionally.

This document is addressed to administrators who have been assigned responsibilities regarding equal opportunity or affirmative action for students or employees, whether that responsibility is institutionwide or limited to certain areas. It is addressed equally to other administrators, both academic and nonacademic, to help them obtain a broader understanding of equity issues and also realize that the existence of a director for affirmative action or equal employment opportunity or minority affairs within the institution will not suffice to solve equity problems. Equity considerations must be built into the infrastructure of postsecondary education to ensure that they become integrated into all plans, resource allocations, processes, and activities.

2

Equity Target Populations

Background

The extent to which equity concerns currently are being emphasized by numerous laws, judicial decisions, and enforcement regulations is overwhelming. The plethora of laws, regulations, and paperwork dealing with equal employment opportunity, equal educational opportunity, and affirmative action are so voluminous that it is difficult to keep up to date, let alone interpret and respond appropriately. This is particularly true for postsecondary-education institutions, which are responsible for responding to equity issues concerning both students and employees. Thus it is not surprising that to a great extent, equity considerations have come to be seen as synonymous with, and limited to, legal requirements and rulings.

As equity issues have increasingly come to be defined by the federal government through legislation and attendant regulations, the equity target populations also have become defined by criteria listed in nondiscrimination laws, such as sex, race, age, handicapped status, and veterans status. Thus not only has the general concept of equity tended to become synonymous with federal requirements, but in addition, the equity target populations are generally perceived to be limited to women, Hispanics, blacks, handicapped individuals, and other groups specifically identified in federal laws and requirements.

Equity issues generally begin with perceptions of inequities by specific groups of individuals in relationship to other individuals. Although institutional administrators

might be aware of these separate and often fragmented concerns, they have rarely responded in a systematic way to such equity issues until external forces (the general public, governmental agencies) or internal forces (unions, minority coalitions) brought pressures to bear. Unfortunately, this reticence on the part of institutions, for whatever combination of good and bad reasons, has contributed to the vast amount of equal opportunity and affirmative-action laws and programs that now exist.

Some groups (such as women, blacks, physically handicapped) have become increasingly organized and vocal, but their causes have generally tended to be treated casually in the absence of legal recourse. Moreover, legal approaches quite often have touched on only a fraction of the overall equity concerns of those special-interest groups. In addition, legal recourse may in turn cause the perception of inequity among members of other groups.

Groups about which there are pronounced national equity concerns have been defined by legislation and regulations and often are referred to as protected groups. Thus, institutions must be concerned about and responsive to these predetermined groups in dealing with both students and employees. Institutional considerations about equity can extend beyond these legally defined groups, however. Being concerned solely with responding to issues and requirements regarding legally protected groups can create situations of inequity, perceived or real, among members of other groups while perhaps doing little to address legitimate equity concerns at a given institution. For instance, hiring a minority person who does not meet the qualifications for a job, or is not as qualified as other applicants, is not only unfair to qualified individuals, but probably will be detrimental to the advancement of that minority in particular and all minorities in the long run.

The concept of equity can be viewed as having greater moral and social dimensions than the specific issues and protected groups now addressed by laws and regulations. One can legitimately question whether an institution dare go beyond the legal requirements, given potential problems of the sort exemplified by the DeFunis, Bakke, and Weber court cases. One can question the capability of an institution to do more than is required, given such concerns as incompatible equity problems within the institution, discordance among the various pressure groups, and limited resources. On the other hand, the confusing and conflicting regulations and court interpretations, the accusations by advocates for change of a lack of real institutional commitment, and the difficulty in dealing with the unknown or shifting agendas of federal-agency personnel suggest that an institution would be ahead of the game if it took the initiative to know itself better in regard to its own equity issues and related target populations.

Role of the Institution in Defining Applicable Equity Target Populations

An institution should review its own situation and environment and determine whether there are existing or potential equity problems among groups within the institution or

between the external population it serves and individuals currently enrolled and employed at the institution. If there is a real institutional interest in resolving or preventing equity problems, no external source (law, regulation, ruling) is needed to identify for an institution the categories of individuals with which it should be concerned. Each institution can determine the appropriate and applicable population groups to review, analyze, and plan for as part of an overall institutional equity commitment.

The target population on which an institution focuses in regard to equity issues may or may not be the same as the legally protected groups. Although these specifically protected groups have been determined to be in need of help on an overall national level, this does not mean that every institution has to be or should be concerned about all of these groups. In the most obvious instance, a national minority group may be in the majority in a given institution—blacks in black colleges, women in women's colleges. In other situations, a minority group may be unrepresented in a given region (American Indians in many areas of the United States) and thus not necessarily a potential target group for an institution in that region. (These are facts that regulatory agencies have often ignored or failed to comprehend when questioning institutions about current profile reports or projected goals.)

The key point is that every institution has its own set of population groups (which may or may not include all the nationally protected groups) for which equitable treatment should be assured. Some of these groups may not even be readily visible without some investigation by the institution. For example, an institution might identify as needing special consideration those who live isolated from transportation or those who reside in rural areas.

Identifying Equity Target Populations

Equity issues vary considerably, depending on many factors, including differences in type of institution and geographical settings. Therefore, it is virtually impossible to develop a generic model that would help any institution identify its appropriate equity target populations. However, there are methods an institution can use itself to determine relevant equity populations for its particular situation. The analysis of both internal and pertinent external populations involves looking at both the characteristics and circumstances of individuals.

Individual Characteristics and Circumstances

Descriptors such as race, age, and sex may serve to identify sets of individuals who are in a minority situation either at the institution in relationship to the community, or within the institution in given areas (such as specific disciplines or job categories) in relationship to other comparable areas. A situation where a group constitutes a minority in a setting to an extent that is at odds with the ratio of that group to all individuals in an applicable and broader population setting signals a potential area for investigation. (The key

in this investigation is the determination of the *applicable broader population setting,* however. One American Indian student in a community college in a section of the country where no American Indians live does not constitute an inequitable situation or signal a lack of institutional commitment to affirmative action. No women in management positions in a coeducational college located in an urban area where women comprise half the population probably does constitute a current or historical situation of inequity and discrimination.)

Some group descriptors may serve to identify a set of individuals for which there are special needs if they are going to have equal opportunity with other individuals. Those with physical handicaps require removal of physical barriers to equal participation. Mothers with young children may be provided with day-care facilities, if the institution decides to make this type of special affirmative-action commitment.

There are descriptors that convey the situations or status of a given individual or groups of individuals—descriptors of distinctive qualities such as skills, attitudes, personality, knowledge, and self-perception. These qualities play an important role in equity considerations. Certain groups of individuals may have relatively low skill or knowledge levels because they suffered discrimination in their training or education. Members of other groups may typically have low self-esteem and self-confidence due to historical social influences or to the reinforcing attitudes of those in positions to express unfavorable opinions about their actual or potential capabilities in educational or employment settings. Often these qualities can be changed for the better, given appropriate opportunities and nurturing.

Individuals can also be described or categorized by the resources they possess or to which they have ready access. Examples include financial assets, land, buildings, personal possessions, personal contacts, and access to information. There tends to be a more pervasive disadvantage for certain groups of individuals in that they generally do not possess or do not have access to specific resources. Minorities are more likely to come from lower income or economically disadvantaged backgrounds and thus have a distinct disadvantage in trying to acquire a postsecondary education unless financial aid can be obtained. Women and minorities generally do not have access to a network of professional contacts that will provide the opportunities to learn about better, or at least different, job possibilities.

Another way of describing or categorizing individuals is by the types of relationships they have with other individuals (student with teacher, employee with supervisor, or minority student with other minority students) or the affiliations they have with groups or organizations (employee with the department in which employed, student with social club, faculty member with a professional group). Perhaps one of the most important types of relationships for all individuals, and particularly for individuals in minority situations, is that with a role model or mentor.

Relationships and affiliations have numerous connotations when equity issues are involved. The inability to belong to an organization or relate to other individuals can be a

sign of discrimination and can certainly have a negative psychological impact on an individual. The fact that an individual belongs to a particular labor union or has a particular religious affiliation can be a disadvantage resulting in discrimination. On the other hand, an individual who has graduated from or worked at a prestigious institution may have a distinct advantage over others.

Characteristics and circumstances that relate to potential equity issues can include the individual's own opinion of himself or herself (positive or negative) and the opinions or reactions of others. (It should be noted that data are collected and reported about individuals for a very limited number of characteristics, and there are even restrictions as to when an institution can solicit such information from a student or employee. The present discussion of other types of characteristics is not meant to imply specific data needs. For example, an individual's political beliefs can be unfairly held against that individual. Thus this is an example of an individual characteristic that can cause a person to be discriminated against, even though the institution would not wish to acquire such information.) Examples of individual characteristics and circumstances that can relate to equity issues are presented in table 1.

Table 1

EXAMPLES OF INDIVIDUAL CHARACTERISTICS AND CIRCUMSTANCES THAT CAN RELATE TO EQUITY ISSUES REGARDING BOTH STUDENTS AND EMPLOYEES

Age
Citizenship
Color
Dependents/Dependency Status
Economically Disadvantaged Status
Education-Related Background
- Institutions attended
- Grade point average
- Educational attainment—level/degrees

Handicapped Status
Height
Income Level
Location of Residence
Marital Status
National Origin
Political Beliefs
Pregnancy Status
Race/Ethnic Identification
Religious Preference
Sex
Veterans Status
Work-Related Background
- Previous work experience
- Professional accomplishments
- Occupational capabilities/skills

Etc.

Qualities
Attitudes and Beliefs
Knowledge
Perception
Personality and Personal Coping Capabilities
Physical and Physiological Characteristics and Capabilities
Skills
Etc.

Resources
Access to Information
Financial Assets (or liabilities)
Physical Assets
Personal Contacts
Etc.

Relationships/Affiliations
Student(s) to Other Student(s)
Employee(s) to Other Employee(s)
Student to Educational Institution
Employee to Educational Institution
Student to Teacher
Employee to Supervisor
Student to Social Group
Employee to Professional Organization
Student or Employee to Role Model or Mentor
Etc.

Note: These examples are *not* intended for or necessarily related to data-collection needs.

3

Equity Issues and Self-Assessment

There are broad issues that all institutions have in common in regard to equity considerations for both students and employees. Understanding and analyzing these issues can help an institution identify specific categories of individuals as well as specific activities and processes to be considered with respect to equity concerns.

Major Equity Issues

The common equity issues relating to *students* can be grouped into four major areas in which evaluations may be conducted:

1. *Access to Institution of Choice*
   Do all potential students have equal access to selecting and attending the institution, given reasonable and legitimate limitations?
2. *Access to Program of Choice*
   Do all potential and actual students have equal access to appropriate educational programs, again given reasonable and legitimate limitations?
3. *Access to Resources and Satisfactory Completion to an Individual's Self-Determined Level*
   Is there equal access to all appropriate resources and potential support (counseling, financial aid, instructional support materials) for enabling students to

complete the degree or certificate or level of education that they reasonably desire?

4. *Access to Employment Opportunities*
   Do all students have equal access to appropriate resources and potential support relating to employment opportunities, job counseling, job placement, information on recruiting activities? The relevancy of the various types of vocational, occupational, and professional curriculums to work-force needs as well as the needs of specific categories of individuals also can be studied.

The common equity issues relating to *employees* also can be grouped into four major areas in which evaluation studies may be conducted:

1. *Access to Institutions and Jobs*
   Do all qualified individuals have access to employment at this institution in general and to appropriate jobs in specific, given reasonable and legitimate limitations?
2. *Access to Assignments and Positions*
   Do all employees have equal opportunity to be considered for or to participate in assignments and positions that will maximize the individual's potential within a given job area?
3. *Access to Equal Employment Factors and Conditions*
   Do equal employment factors and conditions (salary, benefits, evaluation, promotion) exist for all employees in similar circumstances?
4. *Access to Professional Development/Advancement*
   Do all employees have equal access to appropriate activities or resources (career counseling, provision of career-ladder opportunities, availability of role models and mentors) leading to potential professional development and advancement, given reasonable and legitimate limitations?

These major equity issues can be perceived as implying *what* constitutes broad equity considerations for students and for employees in postsecondary-education institutions. These issues also relate to the question of *who* the equity target groups are, as the general overview displayed in tables 2 and 3 indicates.

To give an idea of the limitations on perceiving and evaluating equity according to federal requirements, tables 4 and 5 show the equity-related information collected at the national level to monitor potential inequities and evaluate equity changes regarding students and employees in postsecondary-education institutions. These collection efforts are limited primarily to participation rates (numbers enrolled or employed by various categories) and to a few specific individual characteristics (sex, race, and citizenship).

Table 2

WHO AND WHAT ARE CONCERNED IN ACHIEVING EQUITY FOR STUDENTS IN POSTSECONDARY-EDUCATION INSTITUTIONS

WHO:	WHAT: MAJOR EQUITY ISSUES			
Individuals, Classified by Specific Characteristics and Circumstances	**Access to Institution of Choice**	**Access to Program of Choice**	**Access to Resources and Satisfactory Completion to Self-Determined Level**	**Access to Employment Opportunities**
Affiliations with Groups and Organizations Age Attitudes and Beliefs Citizenship Educational Background Financial and Physical Assets Handicapped Status Knowledge Location of Residence Perceptions Personal Contacts Race or Ethnic Status Relationships with Individuals Sex Work-Related Background ↓ Etc.	*As a result of trends, questions, perceptions, allegations, rulings, and such, there can be policies, practices, processes, activities, laws, and regulations regarding evaluation of or changes in aspects of the major equity issues for individuals categorized by specific characteristics and circumstances*			

Table 3

WHO AND WHAT ARE CONCERNED IN ACHIEVING EQUITY FOR EMPLOYEES IN POSTSECONDARY-EDUCATION INSTITUTIONS

WHO:	WHAT: MAJOR EQUITY ISSUES			
Individuals, Classified by Specific Characteristics and Circumstances	**Access to Institutions and Jobs**	**Access to Assignments and Positions**	**Access to Equal Employment Factors and Conditions**	**Access to Professional Development/Advancement**
Affiliations with Groups and Organizations Age Attitudes and Beliefs Citizenship Educational Background Financial and Physical Assets Handicapped Status Knowledge Location of Residence Perceptions Personal Contacts Race or Ethnic Status Relationships with Individuals Sex Work-Related Background ↓ Etc.	*As a result of trends, questions, perceptions, allegations, rulings, and such, there can be policies, practices, processes, activities, laws, and regulations regarding evaluation of or changes in aspects of the major equity issues for individuals categorized by specific characteristics and circumstances*			

Table 4

EQUITY-RELATED INFORMATION ABOUT STUDENTS, COLLECTED NATIONALLY FOR MONITORING PURPOSES FROM MOST POSTSECONDARY-EDUCATION INSTITUTIONS

Individual Characteristics Used as Reporting Criteria	MAJOR EQUITY ISSUES			
	Access to Institution of Choice	Access to Program of Choice	Access to Resources and Satisfactory Completion to Self-Determined Level	Access to Employment Opportunities
	*FALL ENROLLMENT AND COMPLIANCE REPORT		*DEGREES AND OTHER FORMAL AWARDS CONFERRED	
For U.S. Citizens By Sex Identification By Race or Ethnic Categories (Black, Hispanic, Asian or Pacific Islander, American Indian or Alaskan Native, and White	# students enrolled at the institution in total —by student rank —within full-time/part-time status	# students enrolled for 10 major HEGIS program fields —by student rank —within full-time/part-time status	# degrees conferred at the bachelor's, master's, and doctoral levels for each of the major HEGIS program fields summarized at the 2-digit level (with information at the 4-digit level reported only by sex). # degrees conferred for 10 selected First Professional fields.	
For Non-U.S. Citizens By Sex Identification	# students enrolled at the institution in total —by student rank —within full-time/part-time status	# students enrolled for 10 major HEGIS program fields —by student rank —within full-time/part-time status	# degrees conferred at the bachelor's, master's, and doctoral levels for each of the major HEGIS program fields summarized at the 2-digit level. # degrees conferred for 10 selected First Professional fields.	

**Part of the Higher Education General Information Survey (HEGIS)*

Note: There are various institutional applications for federal financial aid and grant programs, but the information reported cannot be used at a national level to evaluate whether aid is being distributed equitably based on varying needs of different categories of individuals at a given institution and location. Additionally, these applications are filed only by institutions that wish to participate in the programs. Most aid application forms are filed directly by students, with the institution disbursing the funds after the grant has been awarded by the federal agency.

Table 5

EQUITY-RELATED INFORMATION ABOUT EMPLOYEES, COLLECTED NATIONALLY FOR MONITORING PURPOSES FROM MOST POSTSECONDARY-EDUCATION INSTITUTIONS

Individual Characteristics Used as Reporting Criteria	MAJOR EQUITY ISSUES			
	Access to Institutions	**Access to Assignments**	**Access to Equal Employment Factors**	**Access to Professional Development and Advancement**
	CUPA ADMINISTRATIVE COMPENSATION SURVEY (of 52 major administrative positions and up to five professional staff reporting to these positions)			
Sex and Minority Status Flagged (Specific race or ethnic category is not identified. Minority is defined for this survey as: Black/Negro/Afro-American, American Indian, Oriental, Mexican-American/ Chicano, and Puerto Rican-American)	Indicates whether institution has females or minorities in major administrative positions.	Indicates whether these major administrative positions have female or minority incumbents. Indicates the number of years incumbents have been serving in a given administrative position compared among positions and among types of incumbents.	Indicates the percentage of time and annual salary compared among positions and among types of incumbents.	Indicates whether incumbent is internal promotion or outside hire.
	*SALARIES, TENURE, AND FRINGE BENEFITS OF FULL-TIME INSTRUCTIONAL FACULTY			
By Sex	By faculty rank (within 9-month and 12-month contracts separately): --Number of persons		By faculty rank (within 9-month and 12-month contracts separately): —Number of persons —Total salary outlay —Number contributing services —Number by salary range	
	HIGHER EDUCATION STAFF INFORMATION—EEO-6			
By Sex By Race or Ethnic Categories (i.e., Black, Hispanic, Asian or Pacific Islander, American Indian or Alaskan Native, and White)	By the 7 primary occupational categories: —Number of full-time staff (for 9-month and 12-month contracts separately) —Number of part-time and temporary staff —Number of new hires of full-time staff between July 1 and Sept. 30 of survey year	Number of executive/ administrative personnel with academic rank or tenure.	Number of full-time faculty with less than 9-month contracts. Number of executive/ administrative personnel with academic rank or tenure. Number of full-time staff paid in full from soft money sources. Number of full-time faculty by rank indicating tenured, nontenured, and other status. Number of part-time and temporary staff by the 7 primary occupational categories.	Number of full-time faculty by rank indicating tenured, nontenured, and other status.
For Non-U.S. Citizens By Sex By Race or Ethnic Categories (As already defined for this survey)	Total number included in the overall summary for full-time staff.			

Part of the Higher Education General Information Survey (HEGIS)

Equity Self-Assessment Framework

The major equity issues and potential equity target populations can be explored by reviewing questions that analyze the status and situation in a given institution. Tables 6 and 7 present a framework for helping institutions think through the ways in which they can assess their own equity situations for both students and employees. The framework is organized around the major equity issues identified above and contains examples of questions that can provide analytical focus for each of the four major issues for students and the four major issues for employees. These questions are followed by examples of analytical activities and examples of applicable data. The precise questions and analytical activities that will be meaningful in a given institutional setting of course will vary from the examples contained in this framework.

Analysis of equity concerns and issues to be addressed can occur at the top level, with information transmitted down and throughout the various administrative levels, or vice versa. However, uniform and coordinated response throughout the institution to equity issues requires a sound and widespread understanding of the type and level of commitment of the institution's top administrators. Otherwise, varying and conflicting levels of commitment toward equity will be evidenced throughout the institution. Actions can range from doing nothing, to assuring nondiscrimination, to actively promoting utilization of qualified individuals from specific population groups, to providing remedies (such as remedial education programs or on-the-job training) or special assistance (such as additional or different financial-aid packages) for other categories of individuals. For example, the director of admissions may aggressively promote the recruitment and admittance of minority students, but the registrar or appropriate department chairmen might not have the same, or any, concern about enrolling the minority students in the specific programs selected by these students. No consideration may be given in other parts of the institution about the special educational and psychological needs of minority students. In fact, questions may be raised regarding whether it is fair or appropriate to give special considerations to one particular group of students. Although coordination among administrators in related administrative areas can promote understanding and lessen many of these conflicts or differences, there is still a need for an institutionwide understanding of the executive level's commitment to equity issues and changes.

Table 6

SELF-ASSESSMENT FRAMEWORK REGARDING STUDENT EQUITY

ISSUE: ACCESS TO INSTITUTION OF CHOICE

Examples of Questions Related to Issue	Examples of Analytical Activities	Examples of Applicable Data
A. How do the proportions of different categories of individuals in the student body relate to the proportions of these same categories of individuals in the geographic region(s) from which the institution mainly draws its students?	• Compare demographic characteristics of the region with those of the current enrollment to identify potential inequities by specific types of individuals.	• Census data for region served: —Total population —Population by age, sex, race, and so on —Level of educational attainment • Data on elementary and secondary enrollments —Numbers enrolled by grade level, by sex, by race, and other characteristics —Numbers graduated by sex, race, and so on —Numbers passing high-school-equivalency exams • Data on applications, admissions, and enrollments at the institution —Numbers for first-time undergraduate freshmen by sex, race, and so on —Numbers for entering first-time professionals by sex, race, and so on —Numbers for entering graduates by sex, race, and so on
B. Is there an institutionwide understanding of the level of commitment to be displayed in all activities and process areas in regard to the issue of access? —Assurance of nondiscrimination only —Active promotion of the enrollment of qualified individuals from specific population groups —Provision of special assistance and incentives to enroll qualified individuals from specific population groups —Provision of remedies (remedial education programs, special financial-aid packages) for less qualified individuals from specific population groups	• Review type and level of commitment of top administrators at the institution. • Interview various administrators in key process areas to determine their understanding of the institutional commitment and the degree to which they agree, both in principle and in practice.	
C. What potential changes in financial assistance are needed to provide broader access to categories of individuals who have been discriminated against or provided inadequate educational backgrounds traditionally—for example, special packages of student financial aid, special technical assistance and counseling in budgetary matters?	• Analyze distribution of student financial-aid programs in relation to distribution of income in the region. Analyze characteristics of recipients of financial aid in relation to characteristics of population in the region served. • Compare percentage of institutional and other aid going to selected categories of students to the percentage for all students.	• Census data on distribution of family income • Data on characteristics of students receiving financial aid • Census data on demographic characteristics of the region served

SELF-ASSESSMENT FRAMEWORK REGARDING STUDENT EQUITY

Examples of Questions Related to Issue	Examples of Analytical Activities	Examples of Applicable Data
D. Is consideration given to hiring more individuals from specific population groups, given the increased enrollment of students from these specific population groups?	• Review representation of categories of individuals employed in light of changes in categories of individuals represented in the student body.	• Institutional employee-profile data by applicable individual characteristics • Institutional student enrollment profile data by applicable individual characteristics
E. Is consideration given to making changes that would provide a psychologically sound and productive setting for specific categories of individuals?	• Review research written about this issue. • Review institutional case studies or talk with other administrators about their experiences at other institutions.	
ISSUE: ACCESS TO PROGRAM OF CHOICE		
A. How do the proportions of different categories of individuals by each enrollment and declared-major area compare to the proportions of these same categories of individuals in other areas and in the total student body?	• Analyze characteristics of students enrolled by the different colleges or degree areas, and compare among the areas internally as well as with comparable enrollment areas at other institutions.	• Institutional student profile data on numbers by age, sex, race, and other applicable characteristics —By college or area of enrollment —By declared major area —For total institution • Comparative student data —From selected comparable institutions —From institutions in same region —From national summaries
B. Are there institutional methods for facilitating the recruitment of specific types of individuals for disciplines in which they are underrepresented?	• Review centralized and decentralized policies and procedures for recruitment.	
C. Are remedial programs provided at both the undergraduate and graduate or professional levels for specific categories of individuals who have been discriminated against or traditionally provided inadequate educational backgrounds?	• Review course catalogs for descriptors of remedial courses and services available. • Review activity data indicating student participation in these programs.	• Review student enrollment data for remedial courses
D. Are any special student services, such as financial counseling and aid, student employment, guidance placement, housing services, and grievance procedures, provided to attract students underrepresented in specific disciplines?	• Review written policies and procedures if available. Contact specific administrative areas (counseling, financial-aid administration, housing) to see what activities, if any, are being pursued in this regard.	
E. Are there any faculty in specific disciplines and departments with the same characteristics as those individuals being sought as students because such students are underrepresented, and to what extent do such faculty exist in the market?	• Analyze characteristics of faculty in specific disciplines and departments. • Review availability data on specific categories of individuals to determine their availability as faculty in given disciplines.	• Institutional faculty-profile data —Numbers by age, sex, race, and other applicable characteristics by faculty rank —Lists of faculty by teaching assignments

SELF-ASSESSMENT FRAMEWORK REGARDING STUDENT EQUITY

Examples of Questions Related to Issue	Examples of Analytical Activities	Examples of Applicable Data
F. Do employment-availability data indicate that specific categories of individuals are currently underrepresented in certain disciplines?	• Review employment-availability data to determine areas and positions in which specific categories of individuals are underrepresented.	• Availability data by types of jobs, areas of employment, and categories of individuals
G. Are specific categories of individuals encouraged to enroll in disciplines in which such categories of individuals are currently underrepresented or nonexistent as employees?	• Review registration and career counseling policies and activities.	
ISSUE: ACCESS TO RESOURCES AND SATISFACTORY COMPLETION TO AN INDIVIDUAL'S SELF-DETERMINED LEVEL		
A. Are attrition rates for those who have been discriminated against or traditionally provided inadequate educational backgrounds fundamentally the same as those for the majority of students?	• Review attrition information and analyze characteristics of continuing and noncontinuing students	• Characteristics of continuing students. by college or major and for the total institution from year to year • Characteristics of dropout students by college or major and for the total institution from year to year
B. Has emphasis been placed on developing institutionwide policies and procedures for improving enrollment persistence of specific categories of individuals?	• Review applicable written policies and procedures. Contact specific administrative areas to determine commitment in this regard.	
C. Is there an institutional commitment to make sure that appropriate student services exist to meet the needs of specific categories of students and that these students are made aware of the broad range of student support services that are available?	• Review the concerns and needs of specific groups of students. • Review services provided and sample student satisfaction with these services.	
D. Are department heads, faculty, directors of student support services, and such involved in the development of policies and procedures aimed at reducing discriminatory actions and helping specific categories of students? Is there any attempt to make these administrators and teachers aware of potentially prejudicial attitudes and activities, and to increase their interest in and support of specific categories of students?	• Review actual practices in past situations where applicable policies and procedures were developed.	
E. Are organizations and social customs on campus reviewed to determine receptiveness and congeniality to specific categories of students?	• Determine existence of any such review procedures. • Sample opinions of selected students.	

SELF-ASSESSMENT FRAMEWORK REGARDING STUDENT EQUITY

Examples of Questions Related to Issue	Examples of Analytical Activities	Examples of Applicable Data
F. How much priority is given to planning and budgeting for programs and staff to meet the needs of specific categories of students?	• Determine past assignments of priority, or lack thereof, to such issues and programs.	
G. Are specific categories of students encouraged to strive for and achieve higher levels of completion than they might initially have considered?	• Sample practices of counselors, faculty, and administrators.	
H. Is consideration given to the unique needs of specific categories of individuals by reviewing environmental conditions and social acclimation?	• Interview selected students to determine need for such consideration and to solicit suggestions for possible changes at the institution. • Review research and case studies written about this concern.	
ISSUE: ACCESS TO EMPLOYMENT OPPORTUNITIES		
A. Is help given to specific categories of students to find summer or part-time employment, especially work that might be applicable and related to students' academic or eventual employment interests?	• Review practices in counseling and student-employment offices.	
B. Are special attempts made to locate and bring in recruiters from business, government, and industry who are interested in hiring specific types of individuals currently underrepresented in certain jobs or the labor market overall? Is there a pronounced effort to make such students aware of the visits of these recruiters?	• Review procedures and commitment of staff in placement offices.	
C. Are the career counselors and placement-service staff sensitive to the emotional and academic needs and the cultural backgrounds of specific categories of students in helping them prepare for and locate desired employment?	• Sample student evaluations of counseling and placement-services staff.	
D. For vocational, occupational, and professional programs, what is the success rate of graduates in finding relevant employment soon after graduation, and what are the characteristics of these students?	• Analyze student outcomes information regarding graduation and employment.	• Outcomes data —Numbers and characteristics of students graduated by major area and degree level —Numbers and characteristics of students employed by occupational area and type of position
E. Do vocational, occupational, and professional programs meet the needs of specific categories of students?	• Sample opinions of selected students who are enrolled in or who have graduated from these programs.	

Table 7

SELF-ASSESSMENT FRAMEWORK REGARDING EMPLOYEE EQUITY

ISSUE: ACCESS TO INSTITUTIONS AND JOBS

Examples of Questions Related to Issue	Examples of Analytical Activities	Examples of Applicable Data
A. How do the proportions of different categories of individuals employed relate to the proportions of these same categories of individuals in the geographic region from which the institution mainly draws it employees?	• Compare demographic characteristics of the region with those of individuals currently employed, to identify potential underutilization.	• Census data for the region including: —Total population —Population by age, sex, race, and other applicable characteristics • Institutional employee profile data —Numbers by age, sex, race, and other applicable characteristics
B. How do the proportions of different categories of individuals employed in specific areas or jobs relate to the proportions of these same categories of individuals in the national market?	• Compare characteristics of individuals employed by area or job with characteristics of individuals in similar work in other institutions or businesses.	• Institutional employee-profile data, past and current, with numbers by age, sex, race, and other applicable characteristics —By hiring area or department —By job categories or positions • Occupational and manpower data by types of jobs and types of employees —For region —For state —For nation • Comparative employee data —From selected comparable institutions —From institutions in same region —From national summaries • Availability data by types of jobs and categories of employees —Locally —Regionally —Nationally
C. How effective are current institutional procedures for identifying, recruiting, and hiring individuals who are underrepresented or who traditionally have been discriminated against?	• Determine whether there have been increases in the employment of specific types of individuals. • Review availability data on specific categories of individuals to determine their general availability for certain areas or jobs.	• Institutional employee-profile data, past and current, with numbers by age, sex, race, and other applicable characteristics —By hiring area or department —By job categories or positions • Availability data by types of jobs and categories of employees —Locally —Regionally —Nationally

SELF-ASSESSMENT FRAMEWORK REGARDING EMPLOYEE EQUITY

Examples of Questions Related to Issue	Examples of Analytical Activities	Examples of Applicable Data
D. Is there an institutionwide understanding of the level of commitment to be displayed in all activities and process areas in regard to the issue of access? —Assurance of nondiscrimination only —Active promotion of the hiring of qualified individuals from specific population groups —Provision of special assistance and incentives to hire qualified individuals from specific population groups —Provision of remedies (such as on-the-job training) for less qualified individuals from specific population groups	• Review type and level of commitment of top administrators at the institution. • Interview various administrators in key process areas to determine their understanding of the institutional commitment and the degree to which they agree in principle and in practice.	
ISSUE: ACCESS TO ASSIGNMENTS AND POSITIONS		
A. How do the proportions of specific categories of individuals, by each employment area and by different jobs and positions, compare to the proportions of these same categories of individuals in other areas and jobs and in the institutional work force in total?	• Analyze and compare characteristics of employees by the different employment areas and by different types or levels of jobs, to determine extent of underutilization of specific categories of individuals.	• Institutional employee-profile data, past and current, with numbers by age, sex, race, and other applicable characteristics —By employing areas or departments —By job categories or positions
B. Do specific categories of individuals appear to have little, if any, involvement in: —Administrative positions —Committees and task forces (internal and external) —Special assignments or projects —Policy decisions —Research proposals and grants —Upper-division or graduate teaching	• Review information available centrally and collect needed information from major employment areas. • Identify employment practices causing this lack of involvement for specific categories of individuals.	
C. Is there a good procedure for making sure all employees, and particularly specific categories of individuals, are aware of vacant and new job opportunities?	• Review position-notification policies and procedures, as written and as practiced. • Interview selected individuals to determine their opinions about the viability of the notification procedures.	
D. Is there a counseling process available for all employees, and particularly for specific categories of individuals, to enable employees to analyze their career goals and objectives and to maximize development in their current position?	• Review availability of counseling procedures and personnel and utilization of same. • Interview selected individuals to determine their awareness and utilization of counseling resources.	
E. Is there concern to make sure that specific categories of individuals are encouraged to seek opportunities for involvement in special roles and duties?	• Interview selected supervisors to determine their interest in devoting special attention to involving special categories of individuals or encouraging and motivating these individuals to seek such opportunities themselves.	

SELF-ASSESSMENT FRAMEWORK REGARDING EMPLOYEE EQUITY

ISSUE: ACCESS TO EQUAL EMPLOYMENT FACTORS AND CONDITIONS

Examples of Questions Related to Issue	Examples of Analytical Activities	Examples of Applicable Data
A. Are there written policies and procedures made available to all employees on all applicable employment situations?	• Review employee policies and procedures. • Sample employees to determine general availability, completeness, and understandability of the policies and procedures.	
B. Are there adequate and responsive complaint and grievance procedures made available to all employees? Are specific categories of individuals who are underrepresented or who have been traditionally discriminated against encouraged to use these procedures?	• Review grievance policies and procedures and actual use of process by employees.	
C. Are there procedures for reviewing equality in employment factors and conditions regarding such areas as: —Equal pay for equal work —Equal benefits for similar groups of employees —Equal performance-evaluation processes —Equal promotion opportunities	• Review applicable policies, procedures, and data to identify situations of discrepancies or discrimination.	• Institutional employee-profile data by applicable individual characteristics —By salary distributions —By comparisons of dollar values of benefits
D. Do specific categories of individuals change employing areas or leave the institution because of perceived or actual discrimination in employment factors or conditions?	• Review information provided in exit interviews. • Interview selected individuals who have changed employment areas within the institution to ascertain potential inequities.	
E. Are there policies for rectifying differences in pay, benefits, evaluation, and promotion?	• Review current policies and procedures in this regard.	
F. Are administrators and supervisors encouraged to provide honest and meaningful evaluations, even when negative, to all employees and especially to specific categories of individuals about which there might be reticence to be anything less than positive?	• Review written evaluation procedures. • Review annual evaluations of specific categories of individuals and selectively interview supervisors to determine accurateness of these evaluations.	
G. Do some employment areas tend to hire specific categories of individuals just as tokens?	• Sample opinions of selected individuals in areas where specific categories of individuals are very limited.	

SELF-ASSESSMENT FRAMEWORK REGARDING EMPLOYEE EQUITY

ISSUE: ACCESS TO PROFESSIONAL DEVELOPMENT/ADVANCEMENT

Examples of Questions Related to Issue	Examples of Analytical Activities	Examples of Applicable Data
A. Are professional development and training programs provided to aid upward mobility of specific categories of individuals?	• Determine existence of such programs centrally or by employing area.	
B. Are opportunities provided for specific categories of individuals to participate in special professional activities such as: —Committees and task forces (internal and external) —Exchange programs —Sabbaticals and leaves of absence —Professional meetings —Writing and presenting papers	• Solicit information from the employing areas regarding written policies and actual practices in this regard.	
C. Do specific categories of individuals change jobs or employing areas or leave the institutions because of frustration with lack of professional development or advancement opportunities?	• Review information provided in exit interviews. • Interview selected individuals who have changed jobs within the institution and evaluate reasons.	
D. Is consideration given to the role of and need for mentors for specific categories of individuals?	• Interview selected employees to evaluate their opinions and needs. • Interview selected administrators to determine their concern and response to this issue.	
E. Is consideration given to the unique needs of special categories of individuals by reviewing environmental conditions and social acclimation?	• Interview selected employees to determine the need for such considerations and to solicit suggestions for possible changes at the institution.	
F. Do the employee-performance objectives and annual evaluations enable employees to set professional development goals? Do supervisors encourage employees, and in particular special categories of individuals, to set such goals?	• Review policies and procedures regarding the establishment of annual performance objectives and the conducting of annual employee evaluations. • Interview selected employees to determine the actual practice of allowing for and encouraging the establishment of professional goals. • Interview selected supervisors to determine their interest in and concern about the need for encouraging employees to think about and set professional goals.	

Table 8

EXAMPLE OF AN APPROACH TO ANALYSIS OF AN EQUITY GOAL

GOAL: REVIEW AND PROMOTE EDUCATIONAL ACCESS TO THIS INSTITUTION

Question: Can the institution make changes to promote broader access to its educational programs?

Perceptions:

Institutional Viewpoint

- Enrollment levels are at the maximum
- The student body is composed mostly of young white males, but there seems to be no demand by other categories of individuals
- There are no more resources for expansion

Other Viewpoints

- Women, minorities, and older adults feel closed out
- Federal agencies see the need for national enrollment changes in student mix based on certain characteristics such as sex, race, and age

Implications:

Given limited resources, to change the student mix would require:

- Limiting young white male applications
- Or reducing programs offered
- Or cutting support activities

Analytical Activities:

- Compare demographic characteristics of the population in the area served with those characteristics of currently enrolled students
- Determine potential demand through needs assessment

Applicable Data:

- Total area population
- Population by race, sex, age, and other characteristics
- Levels of education attainment of population
- Number and characteristics of high school graduates

Table 9

EXAMPLES OF ACTIVITIES RELATING TO EQUITY, BY MAJOR PROCESS AREAS FOR STUDENTS AND EMPLOYEES

PROCESSES	ACTIVITIES REGARDING STUDENTS	ACTIVITIES REGARDING EMPLOYEES
Planning and Budgeting	Deciding equity issues and applicable target populations Determining level of institutional commitment to change Establishing what activities will be done in what process areas Coordinating and monitoring institutionalization of commitment to equity	Deciding equity issues and applicable target populations Determining level of institutional commitment to change Establishing what activities will be done in what process areas Coordinating and monitoring institutionalization of commitment to equity
Preapplication	Advertising Recruitment Providing special programs	Advertising Recruitment Position specifications and announcements
Application	Review of applications Review of aptitude and other admission tests Interviews Selection	Review of applications Review of aptitude and skills testing Interviews Selection
Registration or Hiring	Provision of financial assistance Counseling Provision of equal access to facilities	Determination of beginning salary Counseling Provision of equal access to facilities
Enrollment or Employment	Counseling Grading Graduation	Counseling Evaluation Termination
Postenrollment or Postemployment	Provision of records and references	Provision of references and verification of past employment

Table 10

MAJOR EQUITY ISSUES AND EXAMPLES OF RELATED PROCESSES AND ACTIVITIES REGARDING STUDENTS AND EMPLOYEES

STUDENTS	EMPLOYEES
1. Access to Institution of Choice Planning and goal setting Committing resources Advertising Recruiting Reviewing applications Analyzing admissions criteria Aptitude/admissions testing Interviewing Selecting Providing financial assistance Admissions Providing student work opportunities Special pre-enrollment programs	1. Access to Institutions and Jobs Planning and goal setting Committing resources Advertising Recruiting Position specifications/announcements Reviewing applications Aptitude/skills testing Interviewing Selecting Providing opportunities for on-the-job learning Hiring Placement
2. Access to Program of Choice Planning and goal setting Committing resources Advertising Recruiting Reviewing applications Interviewing Selecting Providing financial assistance Admissions Providing student work opportunities Remedial programs	2. Access to Assignments and Positions Planning and goal setting Committing resources Counseling Placement Notification of vacant and new job opportunities Employee evaluation Provide opportunities for special roles and duties
3. Access to Resources and Satisfactory Completion to an Individual's Self-Determined Level Planning and goal setting Committing resources Orientation Providing financial assistance Career counseling Academic advising Curriculum planning Remedial programs Support activities and resources Reviewing environmental conditions and social acclimation Grading Graduation/certification	3. Access to Equal Employment Factors and Conditions Planning and goal setting Committing resources Counseling Providing applicable assistance Evaluation, determination, and provision of beginning salary, salary increases, benefits, facilities, services, etc. Review of environmental conditions and social acclimation Avoidance of token concepts and visible stereotypes
4. Access to Relevant or Desired Employment Planning and goal setting Committing resources Job counseling Placement opportunities Provision of records/references Provision of career-ladder opportunities Availability of mentors Termination Provision of references	4. Access to Professional Development/Advancement Planning and goal setting Committing resources Counseling Employee evaluation Assessment of career tracks

Establishing Equity Priorities and Goals and Implementing Changes

By using the framework presented in tables 6 and 7 for reviewing and identifying equity-related issues and target populations, an overall plan or strategy can be developed by top-level administrators regarding equity issues that can be realistically addressed at any given point in time. In setting goals and priorities, an institution should keep in mind that equity is a matter of differing perceptions: although an institution can never resolve every existing perceived inequity, it can be aware of the varying viewpoints.

Additionally, an institution should be concerned about the potential implications for current and proposed programs and for other individuals when establishing equity plans and goals. The Bakke decision has pointed out the negative impact that can result from efforts to help one group of individuals at the expense of other groups. Even when the equity issue appears only to involve making sure that one group is not discriminated against, the results can still have a negative impact upon some other group. For instance, the concept of equal pay for equal work often results in the need to bring the salaries of females or minorities into line with white male salaries. And yet, given limited resources, this can imply that the salaries for white men must be held constant, or possibly even be decreased—a decidedly negative implication for those affected.

Table 8 gives an example approach to analyzing a potential equity goal by reviewing various perceptions and implications as well as the associated analytical activities and supporting data that might be involved. This example points out the types of conflicts an institution must consider when setting priorities and goals.

The evaluation of equity issues and concerns requires understanding and involving all the institutional process areas, since changes relating to equity involve applications throughout all the administrative areas. The major institutional process areas (such as admissions, hiring, registration, employment, and so forth) involve many activities related to equity concerns; and certain activities, such as planning, budgeting, and counseling, occur in more than one process area. Table 9 is a list of example processes and activities that shows the parallel applications for both students and employees. These process areas are the means by which most changes in regard to equity are implemented. The relation of process areas and their activities to the major equity issues is shown in table 10.

Numerous interrelationships exist among the process areas for students as well as those for employees. There are also interrelationships between the student side and the employee side that need to be understood better. For example, the limited number of women and minority faculty available in certain disciplines raises concern about enrolling and graduating more women and minorities in these disciplines. Enrollment of minorities in institutions where there are few minorities employed in faculty, administrative, or other positions should cause concern for recruitment of more minority employees in general. Concern about whether the institution is a psychologically sound and productive setting for minorities applies equally to minority students and minority employees.

In Conclusion

There are no final answers when a topic such as equity is involved. An anonymous proverb has it that "when all is said and done, more is said than done," and this aptly describes the equity area. It is hoped, though, that this document can provide a broader and more structured way to think about, evaluate, and promote equity for both students and employees in the postsecondary-education environment.

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The entries included in this bibliography are listed by author in the customary alphabetical order. In addition, they are displayed on a form that allows indication, by an *X*, of relevant subject categories. The subject areas either are associated with major equity issues treated in chapter 3 or have some other clear relevance to the concerns of those who seek to promote equity in postsecondary education. A summary of the meaning of the subject-category labels is presented on a separate page preceding the first page of the bibliography.

As a benefit to the reader, blank bibliography pages have been included at the end of the bibliography section to enable recording of additional entries.

SUBJECT CATEGORIES USED IN THIS BIBLIOGRAPHY

Column #	*Column Heading*	*Description of Subject Categories*
1	*Handbooks/Guides/Sources*	—Includes handbooks, guides, bibliographies, source documents, manuals, and self-implementation and self-assessment aids.
2	*Legislation/Regulations/ Court Decisions*	—Includes information about legislation, judicial decisions, and federal regulations and programs.
	Discrimination	
3	Women	—Includes information about women and sex discrimination.
4	Minorities	—Includes information about minorities and race/ethnic groups.
5	General & Other	—Includes general information about discrimination, including reverse discrimination, desegregation, integration, disadvantaged, etc., and specific information about topics such as age, religion, and handicapped.
	Student Related	
6	General AA/EEO	—Includes general information about students in regard to both affirmative action and equal educational opportunity.
7	Access to Education	—Includes information about access to education in general.
8	Access to Programs	—Includes information about access to educational programs of choice and also about access to resources and other student services while enrolled.
	Employee Related	
9	General AA/EEO	—Includes general information about employees in regard to both affirmative action and equal employment opportunity.
10	Access to Employment	—Includes information about access to employment in general as well as to relevant jobs or positions.
11	Access to Equal Factors	—Includes information about equal employment factors and conditions while employed.

Selected Equity Bibliography

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Braskamp, Larry A.; Muffo, John A.; and Langston, Ira W., III. "Determining Salary Equity: Policies, Procedures, and Problems." Journal of Higher Education 49 (May/June 1978): 231-46.			X								X
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Brekke, Beverly. "Women in Higher Education: A Selected Bibliography." Journal of Teaching and Learning 3 (June 1977): 9-13.	X		X			X			X		
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Brown, Ronald M. "Equity Packaging of Student Financial Aid." New York: College Entrance Examination Board [CEEB], College Scholarship Service [CSS], 1976. Paper distributed to the membership of CSS Assembly for discussion and 1976 Regional Meeting of CEEB/CSSA.							X	X			
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Butler, Veronica J. "Career Awareness: Recruiting Minority, Disadvantaged and Handicapped Students." Wisconsin Vocational Educator 2 (March 1978): 9-11.					X		X	X			
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Crowfoot, James E.; Bryant, Bunyan I, Jr.; and Chesler, Mark A. "Whatever Happened to Affirmative Action?" Integrated Education 14 (November-December 1976): 5-7.									X		
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						Discrimination		Student Related		Employee Related	
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	1 Handbooks/ Guides/Sources	2 Legislation/Regulations/ Court Decisions	Discrimination: 3 Women	Discrimination: 4 Minorities	Discrimination: 5 General & Other	Discrimination: 6 General AA/EEO	Student Related: 7 Access to Education	Student Related: 8 Access to Programs & Services	Student Related: 9 General AA/EEO	Employee Related: 10 Access to Employment	Employee Related: 11 Access to Equal Factors
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	Handbooks/ Guides/Sources 1	Legislation/Regulations/ Court Decisions 2	Discrimination: Women 3	Discrimination: Minorities 4	Discrimination: General & Other 5	Discrimination: General AA/EEO 6	Student Related: Access to Education 7	Student Related: Access to Programs & Services 8	Student Related: General AA/EEO 9	Employee Related: Access to Employment 10	Employee Related: Access to Equal Factors 11
Habecker, Eugene G. Affirmative Action in the Independent College: A Practical Planning Model. Washington, D.C.: CASC, 1977.	X	X				X			X		
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	Handbooks/ Guides/Sources 1	Legislation/Regulations/ Court Decisions 2	Discrimination: Women 3	Discrimination: Minorities 4	Discrimination: General & Other 5	Discrimination: General AA/EEO 6	Student Related: Access to Education 7	Student Related: Access to Programs & Services 8	Student Related: General AA/EEO 9	Employee Related: Access to Employment 10	Employee Related: Access to Equal Factors 11
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Hull, Marc E. Vocational Education for the Handicapped: A Review. Information Series, no. 119. Columbus, Ohio: Ohio State University, ERIC Clearinghouse on Career Education, 1977.					X		X	X			
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	1 Handbooks/ Guides/Sources	2 Legislation/Regulations/ Court Decisions	Discrimination: 3 Women	Discrimination: 4 Minorities	Discrimination: 5 General & Other	Discrimination: 6 General AA/EEO	Student Related: 7 Access to Education	Student Related: 8 Access to Programs & Services	Student Related: 9 General AA/EEO	Employee Related: 10 Access to Employment	Employee Related: 11 Access to Equal Factors
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Kahne, Hilda. "Women in the Professions: Career Considerations and Job Placement Techniques." Journal of Economic Issues 5 (September 1971): 28-45.			X						X		
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	1 Handbooks/ Guides/Sources	2 Legislation/Regulations/ Court Decisions	Discrimination: 3 Women	4 Minorities	5 General & Other	6 General AA/EEO	Student Related: 7 Access to Education	8 Access to Programs & Services	9 General AA/EEO	Employee Related: 10 Access to Employment	11 Access to Equal Factors
Kreps, Juanita. Sex in the Marketplace: American Women at Work. Baltimore, Md.: Johns Hopkins Press, 1971.			X						X		
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	1 Handbooks/ Guides/Sources	2 Legislation/Regulations/ Court Decisions	Discrimination: 3 Women	Discrimination: 4 Minorities	Discrimination: 5 General & Other	Student Related: 6 General AA/EEO	Student Related: 7 Access to Education	Student Related: 8 Access to Programs & Services	Employee Related: 9 General AA/EEO	Employee Related: 10 Access to Employment	Employee Related: 11 Access to Equal Factors
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	1 Handbooks/ Guides/Sources	2 Legislation/Regulations/ Court Decisions	Discrimination: 3 Women	4 Minorities	5 General & Other	6 General AA/EEO	Student Related: 7 Access to Education	8 Access to Programs & Services	9 General AA/EEO	Employee Related: 10 Access to Employment	11 Access to Equal Factors
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Matthews, Martha, and McCune, Shirley. Complying with Title IX: Implementing Institutional Self-Evaluation. Washington, D.C.: National Foundation for the Improvement of Education, 1976.	X	X	X					X			
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					Discrimination			Student Related			Employee Related
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				Discrimination			Student Related			Employee Related	
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	1 Handbooks/ Guides/Sources	2 Legislation/Regulations/ Court Decisions	3 Women	4 Minorities	5 General & Other	6 General AA/EEO	7 Access to Education	8 Access to Programs & Services	9 General AA/EEO	10 Access to Employment	11 Access to Equal Factors
			Discrimination				Student Related			Employee Related	
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	1 Handbooks/ Guides/Sources	2 Legislation/Regulations/ Court Decisions	Discrimination: 3 Women	4 Minorities	5 General & Other	6 General AA/EEO	7 Access to Education	Student Related: 8 Access to Programs & Services	9 General AA/EEO	Employee Related: 10 Access to Employment	11 Access to Equal Factors
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Pifer, Alan. Women in Higher Education. New York: Carnegie Corporation of New York, 1971.			X			X		X	X		X
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	1 Handbooks/ Guides/Sources	2 Legislation/Regulations/ Court Decisions	3 Women	4 Minorities	Discrimination: 5 General & Other	Discrimination: 6 General AA/EEO	Discrimination: 7 Access to Education	Student Related: 8 Access to Programs & Services	Student Related: 9 General AA/EEO	Employee Related: 10 Access to Employment	Employee Related: 11 Access to Equal Factors
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	1 Handbooks/ Guides/Sources	2 Legislation/Regulations/ Court Decisions	3 Women	4 Minorities	Discrimination: 5 General & Other	Discrimination: 6 General AA/EEO	Discrimination: 7 Access to Education	Student Related: 8 Access to Programs & Services	Student Related: 9 General AA/EEO	Employee Related: 10 Access to Employment	Employee Related: 11 Access to Equal Factors
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	1 Handbooks/ Guides/Sources	2 Legislation/Regulations/ Court Decisions	Discrimination: 3 Women	4 Minorities	5 General & Other	Student Related: 6 General AA/EEO	7 Access to Education	8 Access to Programs & Services	Employee Related: 9 General AA/EEO	10 Access to Employment	11 Access to Equal Factors
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	1 Handbooks/ Guides/Sources	2 Legislation/Regulations/ Court Decisions	Discrimination: 3 Women	4 Minorities	5 General & Other	6 General AA/EEO	Student Related: 7 Access to Education	8 Access to Programs & Services	9 General AA/EEO	Employee Related: 10 Access to Employment	11 Access to Equal Factors
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Extra pages are provided for your convenience in adding to this Bibliography.

			Discrimination					Student Related			Employee Related	
	1 Handbooks/ Guides/Sources	2 Legislation/Regulations/ Court Decisions	3 Women	4 Minorities	5 General & Other	6 General AA/EEO	7 Access to Education	8 Access to Programs & Services	9 General AA/EEO	10 Access to Employment	11 Access to Equal Factors

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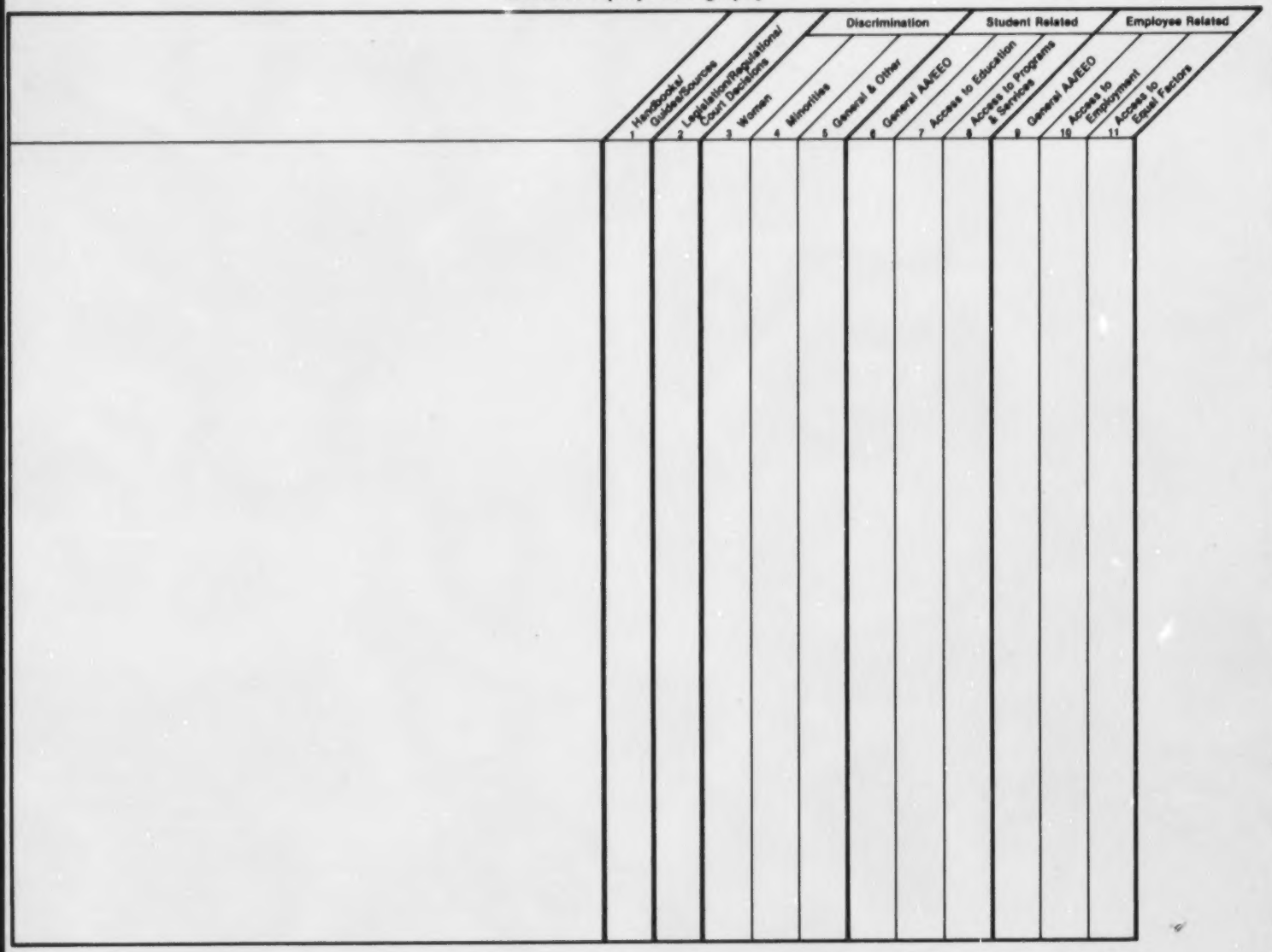

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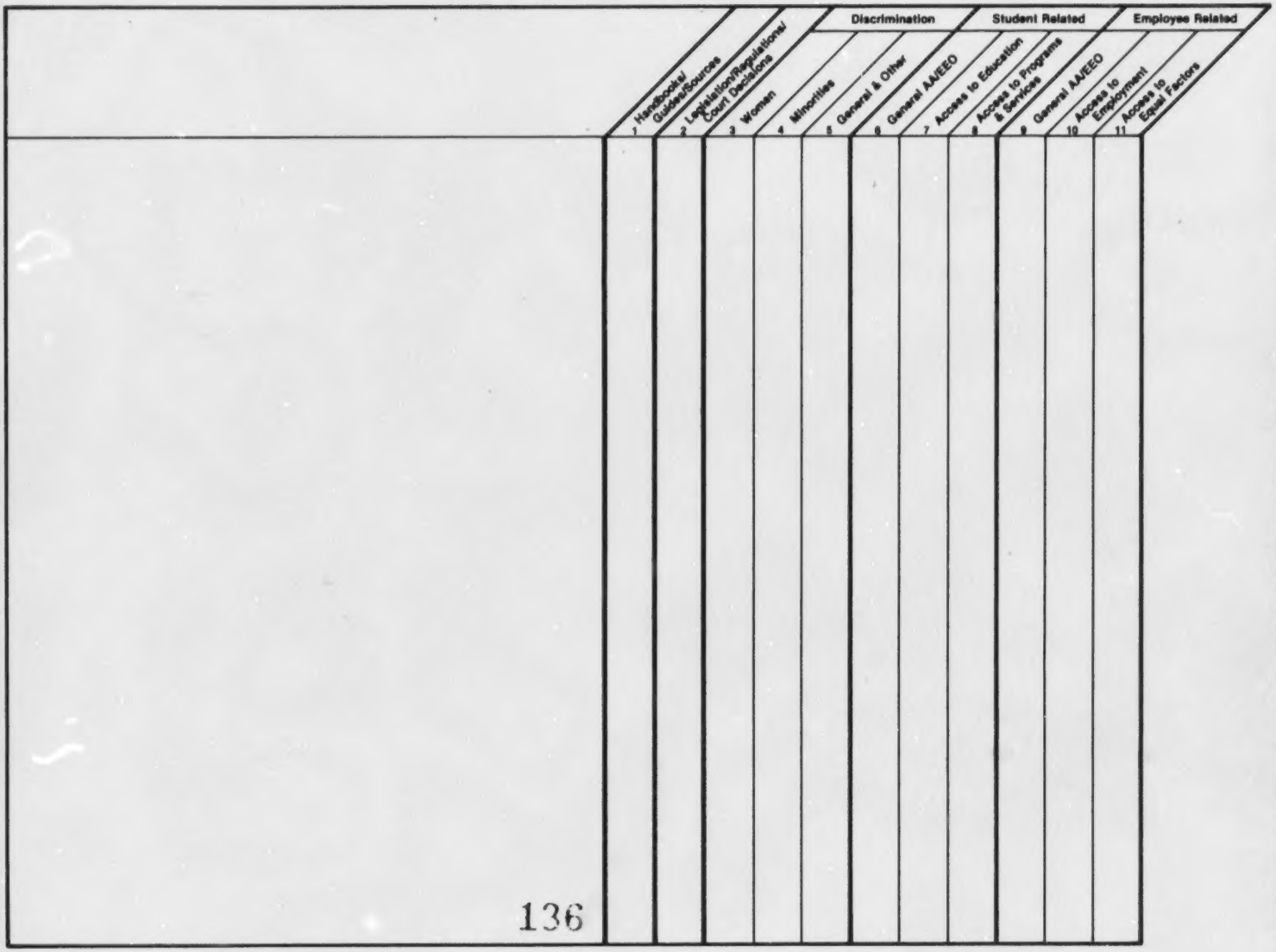
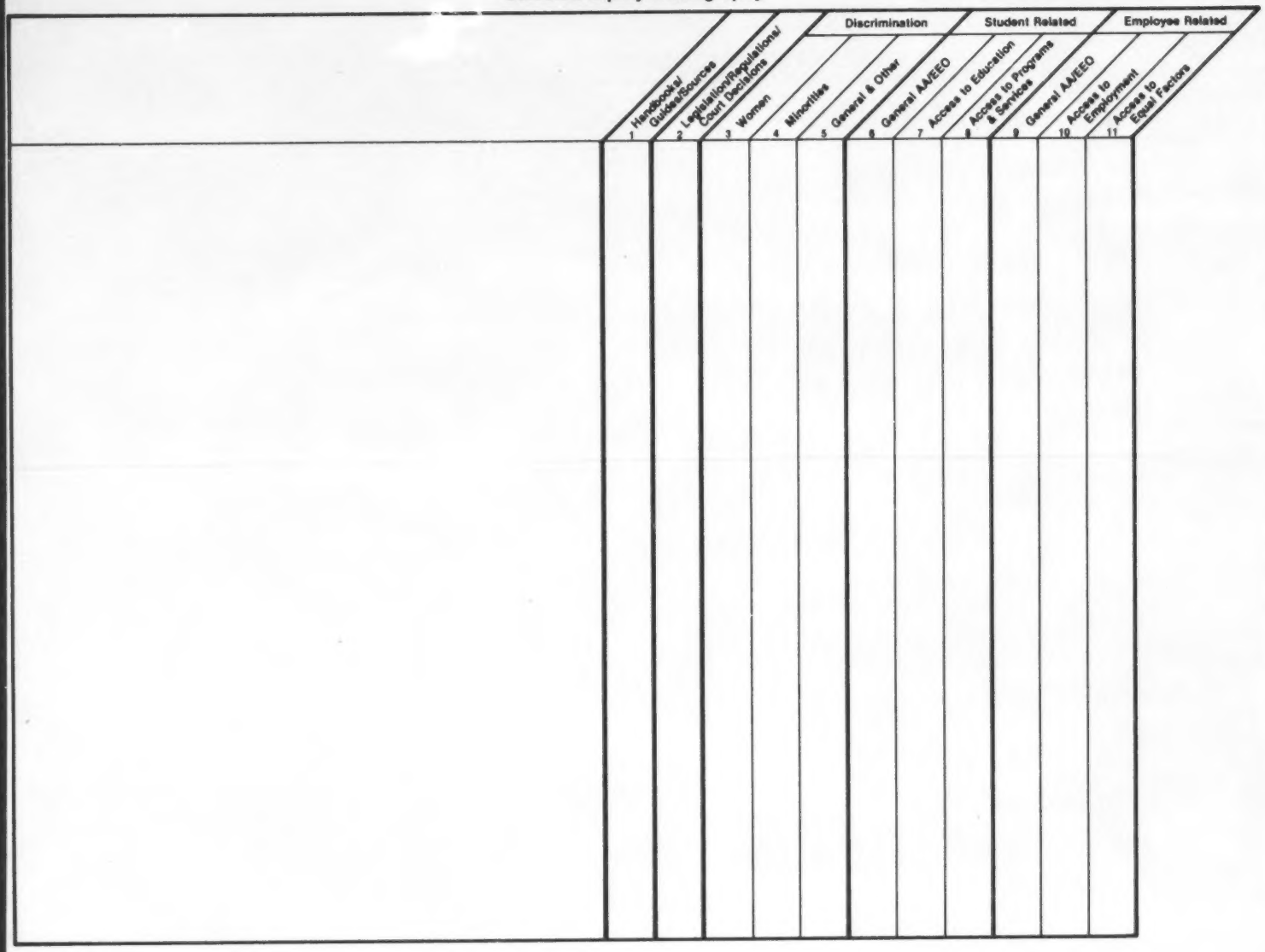
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